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ABSTRACT

In 1991, a study was conducted of students who withdrew from one of three courses at San Jose City College (SJCC) in fall 1990 or spring 1991 to elicit their reasons for withdrawing. Of 254 students who withdrew from Math 310, Learning Skills 340, or English 321, 28% (N=71) were interviewed in-depth about their commute to campus; educational objectives; and personal, academic, classroom-related, methodology-related, instructor-related, and college-related reasons for withdrawing. In addition, they were asked what the college could have done to help them remain in the course, and what they found most helpful or enjoyable about the class. A final set of questions focused on their study habits, advice for other students, and educational plans. Similar questions were asked of a smaller sample of successful students. Major study findings included the following: (1) 71% of those interviewed thought about dropping within the first 4 weeks; (2) 85% did not talk to their instructor about withdrawing; (3) 84% of the dropouts worked 40 or more hours per week, compared to 45% of the successful students; (4) 46% indicated a degree or certificate as a goal, compared to 57% of the successful group; (5) 17% cited classroom-, methodological-, instructor-, or college-related reasons for withdrawing; (6) 16% of the reasons for withdrawing were college-related; (7) 64% indicated personal reasons for withdrawing; (8) 30% of the personal reasons were related to sickness, 29% were job-related, and 16% were due to difficulty in paying for college; (9) 15% of the respondents felt they were placed too high, and 19% felt they were placed too low; (10) 89% of the withdrawing students studied alone, compared to 57% of the successful students; and (11) both withdrawing and successful students advised fellow students to attend all classes, do all assignments, ask questions, and stick with it. Recommendations and the interview schedule are provided. (JMC)

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San Jose City College
Withdrawing Students Study
Math 310, LS 340, ENGL 321
Fall 1990 - Spring 1991
Research Report #119

August 1991

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by
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San Jose/Evergreen Community College District
San Jose, California

JC 920 393

**SAN JOSE CITY COLLEGE
WITHDRAWING STUDENTS STUDY
MATH 310, LS 340, ENGL 321
Fall 1990 - Spring 1991**

SAMPLE DATA HIGHLIGHTS

- 71% of those interviewed thought about dropping within the first four weeks
- 85% did not talk to their instructor about withdrawing
- Less than half (46%) indicated a degree or certificate as a goal compared to 57% of the successful group
- Only 48% felt that the college could have done nothing to help; personal support and attention could have helped most of the remaining 52%
- 89% of the withdrawing students studied alone compared to 57% of the successful students

BACKGROUND & ACKNOWLEDGEMENTS

This project was funded by the San Jose/Evergreen Community College District's Title III Grant. Withdrawing students from entry level developmental courses were interviewed to determine why they withdrew. Recommendations were formulated from the data.

Grant Author

Dr. Greg Ohanneson

Project Report

Dr. Jon Kangas

Data Collection

Patricia Ferraro

Document Preparation

Kathleen Budros, Research Assistant

Software Utilized

Framework;
Microsoft Windows, Word, and Excel

DATA HIGHLIGHTS

- 28% of the 254 withdrawing students were interviewed
- Both successful & withdrawing students thought the instructors were friendly (60%)
- 71% of those interviewed thought about dropping within the first four weeks
- 85% did not talk to their instructor about withdrawing
- 84% worked 40 or more hours/wk compared to 45% for the successful students
- 31% took 30 or more minutes to get to school
- Less than half (46%) indicated a degree or certificate as a goal compared to 57% of the successful group
- 17% indicated classroom-, methodological-, instructor-, or college-related reasons for withdrawing
- 16% of the reasons for withdrawing were college-related; however, 50% of those referred to the cost of books
- 64% indicated personal reasons for withdrawing
- 30% of personal reasons related to withdrawal were due to sickness; 29% to job-related reasons; 16% to financial difficulty paying for college
- 15% felt they were placed too high; 19% too low
- Only 48% felt that the college could have done nothing to help; personal support and attention could have helped most of the remaining 52%
- 89% of the withdrawing students studied alone compared to 57% of the successful students
- Both withdrawing and successful students gave the following advice:
 - Attend all classes
 - Do all assignments
 - Ask questions
 - Stick with it
- 87% of interviewed withdrawing students and 82% of interviewed successful students said they intended to attend SJCC "next semester"

RECOMMENDATIONS

(Drawn from both Withdrawing and Successful Student Studies)

1. Using classroom-based research techniques, ask students beginning week #1 how they are doing and if they are even thinking of withdrawing.
2. For students indicating any kind of difficulty, use a program assistant to provide immediate staff personal contact, assessment of support needs, and provide the needed support.
3. Establish a "hot line"--a phone number which will ensure attention to student questions, concerns, and problems. Use answering machine and post "live" hours on the green sheets. Use the program assistant to answer the questions.
4. Build in classroom study and support groups.
5. Provide several graded assignments (at least one the first week) to help the instructor/students assess whether students need to withdraw. The week prior to the date to drop without a notation on a student's transcripts, all students should be asked to make a clear decision to
 - A. withdraw
 - B. succeed in the class
6. All students without a clear goal should be assisted in developing an educational/career/job plan within the first four weeks of class. A career/job planning study skills class blocked with entry level classes could be very helpful.
7. Directly teach students within the first week:
 - A. How to study for the class
 - B. How to study for class exams
 - C. How to study in groups
 - D. How to structure a study schedule
 - E. Where on campus he/she can structure study time (personal tour recommended)
 - F. How to balance work, college, and home responsibilities
 - G. That alternative methodologies exist for this course
8. Provide counselors with in-service training on the different methodologies available for reading, writing, and math in developmental studies so a closer match can be made between a student's needs and the method of instruction.
9. Structure developmental courses as variable unit courses so that a student can succeed at one unit or two units rather than fail at three units.

SUMMARY IMPRESSIONS
BY
TITLE III INTERVIEWER PATRICIA FERRARO

As the interviewer for the Title III Grant, I conducted many interviews. This gave me a variety of insightful impressions into the lives of many randomly selected students.

Although the interviews fell into two categories (successful and unsuccessful), the students shared a common motivation to better themselves.

However, I found that the successful students were self-motivated, focused, and directed in setting realistic goals in spite of their fears. On the other hand, the profile of the unsuccessful student demonstrates a lack of self-confidence due to a deficiency of emotional support in their private lives. Their need for encouragement from an unbiased, objective, and impartial source was evident.

In conclusion, I found an abundant need for this grant to assist in the success of the college student.

**WITHDRAWING STUDENTS STUDY SJCC F90 AND S91
MATH 310, LS 340, ENGL 321**

by

Jon Kangas, Ph.D., Kathleen Budros, and Patricia Ferraro

7/31/91

BACKGROUND

Discovering the real reasons students withdraw from college programs is of primary importance to the development of effective intervention strategies to prevent this loss. San Jose City College's Title III Grant provided the opportunity for in-depth interviews of students and former students in an attempt to elicit something beyond the usual "socially acceptable" and "predictable" answers for withdrawal. The resulting student profile was used to design strategies to help students stay in school, succeed, and persist.

METHOD

Withdrawing students were identified for Fall 1990 from the computer Class Roster Inquiry (BSR028, 2/13/91). There were a total of 156 students who withdrew from Math 310 of whom 41 were picked at random for this study; a total of 41 students from LS 340, all of whom were included; and a total of 11 who withdrew from English 321, all included in the study. The Spring 1991 withdrawing students were also taken from the Class Roster Inquiry beginning on February 25, when drops started appearing on the screen, continuing through the final weeks of the semester. All students who dropped from these classes during this time were included in the study, 138 from Math 310, 17 from LS 340, and 6 from English 321. The objective was to reach and interview them as quickly as possible after they dropped in order to get their immediate responses to the questionnaire. The Fall students were interviewed throughout the semester as time permitted. As it turned out, it was possible to reach and interview only 25% of the Fall students because many had moved, changed phone numbers, did not respond to the written questionnaire, or declined to participate in the interview. Over twice as many Spring students were interviewed (comprising a slightly higher percentage [30%] of the total Spring group). Because of the relatively low response received from both groups, it was decided to combine the Fall and Spring data for this report; however, the statistics for each group separately are provided.

At least three attempts were made to contact each student by phone or in person on campus. Those who were unreachable were sent questionnaires by mail. Personal contact proved far more successful: Of 142 questionnaires mailed, only eight were completed and returned. When the interviews were complete, the responses were compiled in a database and tabulated at the end of the study (June 15, 1991.)

For comparative purposes, a concurrent study of successful students from Fall 1990 was conducted. These students were asked the same questions that the withdrawing students were asked. Although far fewer in number, their responses were also compiled and tabulated and are presented in a separate report.

RESULTS

FALL 1990 # STUDENTS IDENTIFIED: 93 INTERVIEWED: 23 (25%)

SPRING 1991 # STUDENTS IDENTIFIED: 161 INTERVIEWED: 48 (30%)

F90	MATH 310	# IDENTIFIED:	41	# INTERVIEWED:	14
S91	MATH 310	# IDENTIFIED:	138	# INTERVIEWED:	43

F90	LS 340	# IDENTIFIED:	11	# INTERVIEWED:	5
S91	LS 340	# IDENTIFIED:	17	# INTERVIEWED:	3

F90	ENGL 321	# IDENTIFIED:	41	# INTERVIEWED:	4
S91	ENGL 321	# IDENTIFIED:	6	# INTERVIEWED:	2

TOTAL STUDENTS: IDENTIFIED: 254 INTERVIEWED: 71 (28%)

QUESTION #1: How long did you think about dropping this class before you actually withdrew?

DATA: # Responses = 54

	MATH 310	LS 340	ENGL 321	TOT#	TOT%
1st class	5	1	1	7	16%
1 week or less	9	0	1	10	22%
1 week - 1 month	14	1	0	15	33%
over 1 month	11	2	0	13	29%

SUBTOTAL	39	4	2	45	100%
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Nine student answers did not fit into any of these categories.
"Other" answers included "instant," "sick, never went," "10 hours,"
"impulsive," "never started," "a lot," and "immediate."

other	4	2	3	9	17%
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TOTAL	43	6	5	54	
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COMMENTS:

38% withdrew within the first week
71% withdrew within the first month
29% withdrew after the first month

CONCLUSION:

AN EFFECTIVE INTERVENTION PROGRAM FOR WITHDRAWING
STUDENTS SHOULD BEGIN WITHIN THE FIRST WEEK OF CLASS.

QUESTION #2: Did you talk to your instructor about withdrawing?
If yes, did you find this helpful? Why or why not?

DATA: # Responses = 62

	MATH 310	LS 340	ENGL 321	TOT#	TOT%
yes	6	2	1	9	15%
no	43	6	4	53	85%
TOTAL	49	8	5	62	

Students who said "yes" commented: "I was encouraged to take a 'W'." The teacher was "understanding and helpful." "I was in the wrong class."

COMMENTS:

The vast majority (53 out of 62; 85%) did not talk to the instructor about dropping. Some expressed regret and felt that if they had talked to the instructor, they may have been encouraged to stay in class.

CONCLUSION:

EARLY INTERVENTION (FROM Q #1) COMBINED WITH STAFF CONTACT HAS
POTENTIAL FOR RETAINING THE WITHDRAWING STUDENT.

QUESTION #3: Were you working at the time you withdrew from this class? How many hours per week?

DATA: # Responses = 65

	MATH 310	LS 340	ENGL 321	TOT#	TOT%
yes	36	6	3	45	69%
no	15	2	3	20	31%
TOTAL	51	8	6	65	100%

WORKING STUDENTS WHO INDICATED HOW MANY HOURS/WK WORKED:

1- 9 hrs/wk	0	0	0	0	0%
10-19 hrs/wk	1	0	0	1	3%
20-29 hrs/wk	2	1	0	3	10%
30-39 hrs/wk	1	0	0	1	3%
40 or more	20	3	3	26	84%
TOTAL	24	4	3	31	100%

Fourteen of the 45 working students (31%) didn't indicate how many hours/wk they worked.

COMMENTS:

69% of the withdrawing students who answered this question worked.

97% of the working group who indicated the number of hours worked, worked 20 or more hours per week.

84% of the working group who indicated the number of hours worked, worked 40 or more hours per week.

CONCLUSION: WORKING FULL-TIME MAY RELATE TO WITHDRAWAL.

QUESTION #4: How did you travel to school and how long did it take you one way each day?

DATA: # Responses (method) = 56

	MATH 310	LS 340	ENGL 321	TOT#	TOT%
bus	11	1	1	13	23%
car	27	4	3	34	61%
bus and car	2	0	0	2	4%
walk	3	1	0	4	7%
bicycle	0	0	1	1	2%
* other	2	0	0	2	4%
TOTAL	45	6	5	56	101%

* (class was "at work," and "rides")

Responses (time) = 45

0 - 14 min	7	1	2	10	22%
15 - 29 min	17	2	2	21	47%
30 - 44 min	5	1	1	7	16%
45 - 59 min	2	0	0	2	4%
60 or more min	5	0	0	5	11%
TOTAL	36	4	5	45	100%

COMMENTS:

31% of the withdrawing students who answered this question took 30 or more minutes to get to school each day.

47% took between 15 and 29 minutes to get to school each day.

69% took less than half an hour.

The majority (61%) used automobiles as transportation.

QUESTION #4EX: During the semester you took this class, what was your primary goal in attending college?

DATA: # Responses 39

	MATH 310	LS 340	ENGL 321	TOTAL
A. BA/BS after AA/AS	4	0	1	5
B. BA/BS without AA/AS	1	0	0	1
C. AA/AS without transferring	7	0	0	7
D. 2-yr vocational degree; no transfer	3	0	0	3
E. Vocational certificate; no transfer	1	0	1	2
F. Discover/formulate career plans	1	0	0	1
G. Acquire job skills/New career	1	0	0	1
H. Progress in current job	4	1	0	5
I. Maintain certificate or license	0	0	0	0
J. Educational development	3	1	0	4
K. Improve English/reading/math skills	3	3	0	6
L. GED/high school diploma completion	1	0	0	1
M. Undecided/not sure	2	1	0	3
TOTAL	31	6	2	39

COMMENTS:

Only 18 of the 39 respondents (46%) desired a degree or certificate of some kind.

QUESTION #5: What is the most important reason, or reasons, for your withdrawing? (Consider both personal and college-related reasons.)

INTERVIEWER'S PERCEPTION:

Underlying many of these responses, according to the interviewer, is a basic lack of self-confidence in many of these students, a sense of their being overwhelmed by family and financial responsibilities which inhibit them from succeeding--or even continuing--in classes. Often, it seems to be a lack of encouragement and other support or information that causes the student to withdraw. The interviewer encountered a cooperation from the students she interviewed that often seemed to stem from their genuine sense of pleasure at being called by someone from the college--they were glad to know that someone cared about them. Some of the interviewer's remarks: "He re-enrolled because of interview!" "If we'd called sooner it might have helped." "Interview encouraged her." "Glad we called--(it was) encouraging."

The following is the general, broad breakdown of responses of the 69 students who answered, attributing one major reason for withdrawal to each student.

DATA: # Students = 69

	MATH 310	LS 340	ENGL 321	TOT#	TOT%
Personal	33	6	5	44	64%
Academic	12	1	0	13	19%
Classroom-related	3	1	0	4	6%
Methodology-related	3	0	0	3	4%
Instructor-related	2	0	0	2	3%
College-related	2	0	1	3	4%
TOTAL	55	8	6	69	

COMMENTS:

Although 83% cited personal and academic reasons for withdrawing, 17% withdrew for reasons related to the classroom, methodology, the instructor and the college. These are areas within the college's control. Only 3% cited instructor-related reasons for withdrawing.

Many students gave multiple reasons for withdrawing. The interviewer categorized each response and they were tallied with the following results:

	#	%
PERSONAL REASONS		
--Personal illness.....	18	20%
--Sickness in family.....	9	10%
--Job shift change.....	7	8%
--Increase in job responsibility.....	19	21%
--Inability to continue paying for college.....	15	16%
--Family responsibilities increased.....	10	11%
--Jury duty.....	1	1%
--I did not have adequate preparation for the class....	2	2%
--Child care problems.....	4	4%
--Transportation problems.....	6	7%
--Other.....	1	1%
TOTAL.....	92	
ACADEMIC REASONS		
--Did not understand the material.....	7	26%
--Did not have the necessary skills to enter the class....	4	15%
--Could not keep up with the pace of the class.....	6	22%
--Placed in a class too difficult for me.....	4	15%
--Placed in a class too easy for me.....	5	19%
--Other.....	1	4%
TOTAL.....	27	
CLASSROOM-RELATED REASONS		
--Course did not teach what I expected.....	3	27%
--I learned what I needed and withdrew at that point....	4	36%
--I did not like the instructor.....	1	9%
--The physical setting was uncomfortable.....	1	9%
--I did not feel at home with the other students.....	1	9%
--Other.....	1	9%
TOTAL.....	11	
METHODOLOGY-RELATED REASONS		
--Did not like the lab setting.....	5	45%
--Did not like the lecture format.....	6	55%
TOTAL.....	11	
INSTRUCTOR-RELATED REASONS		
--The instructor did not encourage me.....	2	25%
--Instructor did not offer help when I had difficulty....	5	63%
--Other.....	1	13%
TOTAL.....	8	

COLLEGE-RELATED REASONS

--The commute was too difficult.....	1.....	10%
--Parking was too inconvenient.....	1.....	10%
--The cost of books was more than I could afford.....	5.....	50%
--Other.....	3.....	30%
TOTAL.....	10	
TOTAL NUMBER OF RESPONSES.....159		

CONCLUSION:

AN EARLY CONTACT BY A STAFF PERSON MAY HELP REDUCE THE
WITHDRAWAL RATE.

QUESTION #6: What could we at the college have done or changed that would have helped you stay in your course?

DATA: # Responses = 48 students gave 59 answers

	MATH 310	LS 340	ENGL 321	TOTAL	
	38	5	5	48	
Responses Categorized:				TOT#	TOT%
Nothing	19	1	3	23	48%
Provide more individual help	5	0	1	6	13%
Have smaller class sizes	2	0	0	2	4%
Provide more tutoring	2	1	0	3	6%
Provide more student activities	1	0	0	1	2%
Provide more counseling	6	1	1	8	17%
Provide more financial aid	3	1	0	4	8%
Provide more child care	4	0	1	5	10%
Provide firmer prerequisites	0	0	0	0	0%
Provide more study groups	1	0	0	1	2%
Provide more accurate placement	0	1	0	1	3%
Other	4	1	0	5	10%
TOTAL	47	6	6	59	

COMMENTS:

Most of these withdrawing students have very positive attitudes toward the college and their instructors. Mostly, (48%), they assume responsibility for their withdrawal from class and express the feeling that the college couldn't have done anything to alter their decision to withdraw. About a third of those who thought the college might have provided assistance which could have helped the student stay in class expressed a need for "more individual help" (6) and "more counseling" (8). The need for more child care services was indicated five times.

INTERVIEWER'S PERCEPTION:

Even though many students perceive that the college could not have prevented them from withdrawing, some of these students might have been able to finish their classes if they had had more encouragement (support groups, early discussion with faculty or staff about the student's decision to drop, intervention by way of phoning the student to see if they had all the information they needed and to show interest in the student's progress, etc.).

CONCLUSION: EARLY PERSONAL INTERVENTION CAN MAKE A DIFFERENCE.

QUESTION #7: What, if anything, did you find most helpful or enjoyable about the class?

DATA: # Responses 45*

	MATH 310	LS 340	ENGL 321	TOT#	TOT%
Students responding:	37	4	4	45	
Friendly students	14	3	1	18	40%
Friendly teacher	20	3	4	27	60%
Well-prepared teacher	17	3	4	24	53%
Instructor was interested in me	18	3	2	23	51%
Staff was interested in me	14	3	1	18	40%
It prepared me for other classes	12	3	2	17	38%
Other	12	3	0	15	33%

* (14 students gave five or more responses)

COMMENTS:

Overall, people seemed enthusiastic about the school and viewed the teachers and staff as friendly, concerned, and helpful.

QUESTION #8A: How did you study for this class?

MATH 310:

A LOT OF HOMEWORK, NIGHT STUDY
AS MUCH AS POSSIBLE
AT SCHOOL BEFORE CLASS
BEFORE CLASS; ON THE BUS
BY LISTENING AND ASKING QUESTIONS
CHAPTER EACH NIGHT
DIDN'T STUDY
DIDN'T STUDY
DIDN'T STUDY
DIDN'T STUDY
GO OVER SECTION; USE BACK OF BOOK
IN BETWEEN CLASSES
LSC OR HOME OR OFFICE
ON SATURDAY AFTER WORK
READ BOOK
READ THROUGH BOOK
W/HUSBAND SOMETIMES
WHEN SHE COULD
LATE AT NIGHT
LUNCH BREAK
NOT WELL
STUDENT LOUNGE AM

LS 340:

NONE

ENGL 321:

TWICE/DAY
A.M BEFORE CLASS

COMMENTS:

Only a third of those interviewed responded to this question. Of those, about half either didn't study or squeezed it in "on the bus," or "when she could." It would seem that the general lack of response to the question, as well as the apparent lack of study of most of those who did respond, may be a factor in the students' withdrawal from classes.

CONCLUSION: TEACHING STUDENTS DURING THE FIRST WEEK OF CLASS HOW TO ORGANIZE THEIR STUDY TIME COULD BE VERY HELPFUL.

QUESTION #8B: Where did you study at college?

MATH 310:

AT WORK
CAFETERIA & LIBRARY
CLASS; NO HOMEWORK
CLASSROOM
CLASSROOM
CLASSROOM
IN THE CLASSROOM
LIBRARY
LIBRARY
LIBRARY
LIBRARY
LIBRARY
LIBRARY & CAFETERIA
LIBRARY & CLASS
LIBRARY & LAWN
LSC
LSC
LSC
LSC
LSC
LSC, LIBRARY
MATH CLASS
NONE
NONE
NOT GOOD
NOT MUCH
ONLY IN CLASS
OUTSIDE
LIBRARY (BAD CHAIRS)
LIBRARY
LIBRARY (GOOD)
LSC
STUDENT LOUNGE

LS 340:

LSC
LSC

ENGL 321:

LIBRARY
LSC
LSC

CONCLUSION: TEACHING STUDENTS HOW AND WHERE TO STUDY WOULD BE
HELPFUL.

QUESTION #8C: Describe your study space at home.

MATH 310:

ALWAYS AT A DESK
BEDROOM
BEDROOM DESK
BEDROOM ON BED
BEDROOM, QUIET
COMFORTABLE (WHOLE HOUSE)
CORNER IN BEDROOM
DINING ROOM
FINE
HARD TO STUDY AT HOME
HOME & OFFICE
IN MY BEDROOM
KITCHEN; FINE WHEN QUIET
LIVING ROOM
LIVING ROOM (DISTRACTIONS)
NO ROOM AT HOME
NONE
NONE
NONE
NONE
NONE
NURSING DORM, CAFETERIA AT AGNEWS
OFFICE IN HOUSE W/ROOMMATE
PRESSURE AT HOME
PROBLEMS UNDERSTANDING AT HOME
ROOM, COMFORTABLE
TOO MANY PEOPLE AT HOME
BEDROOM, IF I HAD TIME
DINING ROOM TABLE
GOOD
NOT GOOD/CHILD NEEDED ATTENTION.
QUIET
SHARED BEDROOM (INCONVENIENT)

LS 340:

NONE
ROOM
LITTLE; (TOO TIRED)
BEDROOM

ENGL 321:

EMPTY ROOM
QUIET
ROOM 6-10 PM

CONCLUSION: TEACHING STUDENTS HOW AND WHERE THEY CAN STUDY AT SCHOOL WOULD BE MOST HELPFUL.

QUESTION #8D: What did you do if you did not understand something in class?

MATH 310: ASK THE TEACHER; TAKE NOTES IN RED
ASKED INSTRUCTOR AFTER CLASS OR DURING LAB & STUDIED HARDER
ASKED QUESTIONS
ASKED QUESTIONS
ASKED QUESTIONS
ASKED QUESTIONS
ASKED QUESTIONS WITH SHEILA
ASKED QUESTIONS (TIRED A LOT.)
ASKED QUESTIONS
ASKED TEACHER
ASKED TEACHER
ASKED TEACHER AFTER CLASS OR BEFORE CLASS
ASKED TEACHER, LISTENED, LEFT. FELT SHE COULDN'T PERSIST
ASKED TUTORS, INSTRUCTORS
BOOK EXPLAINED ITSELF; AIDES HELPED ANSWER QUESTIONS
KEPT TRYING TILL HE FIGURED IT OUT; ASKED OTHER STUDENTS
NO PROBLEMS
NONE
RAISED HAND & ASKED; LEARNED BY WATCHING
TRIED TO GET HELP; FIGURED IT OUT HIMSELF (GOT CONFUSED)
UNDERSTOOD EVERYTHING
WAITED TILL GOT HOME, FIGURED IT OUT ON HER OWN
ALWAYS UNDERSTOOD
LOOKED IN BOOK. DIDN'T ASK ENOUGH QUESTIONS
NO PROBLEMS
ASKED AFTER CLASS; LEFT DISCOURAGED AT TIMES; TOO MANY
PEOPLE WERE ASKING QUESTIONS.
I WAS EMBARRASSED TO ASK BECAUSE HE EXPLAINED A LOT & I
STILL DIDN'T UNDERSTAND.
ASKED, OR LOOKED IN BOOK.

LS 340: TRIED TO UNDERSTAND ALONE
NO TEACHER AT FIRST
RECEIVED HELP FROM BROTHERS; TRIED W/TEACHER BUT
COMMUNICATION POOR. HAD TO GO TO WORK AFTER CLASS.

ENGL 321: ASKED AFTER CLASS
USED DICTIONARY; ASKED OTHER STUDENTS OR TEACHER
WAS PATIENT OR FORGOT ABOUT IT. IF HE DIDN'T UNDERSTAND IT,
THAT WAS OK.

COMMENTS:

Students need an easy way to get questions answered.

CONCLUSION: A QUESTION HOT-LINE HAS POSSIBILITIES.

QUESTION #8E: How many hours each week did you study for this course?
 QUESTION #8F: How many hours each week did you study alone?
 How many hours each week did you study with others?

	HOURS STUDIED	ALONE	WITH OTHERS
MATH 310:	2 HRS/WK		
	MINIMAL	ALONE	
	1 DAY/WK	ALONE	
	1 HR/DAY	ALONE	
	1 1/2 HRS/DAY	ALONE	
	1 1/2 HRS/DAY	ALONE	
	1 HR/NIGHT	ALONE	
	10 HOURS	ALONE	
	2 HOURS/WK	ALONE	
	2 OR 3	ALONE	
	3 HRS/WEEK	ALONE	
	3 HRS/WK	ALONE	
	30 - 60 MIN/DAY	ALONE	
	4 HOURS/WK	ALONE	
	4 OR 5	ALONE	
	5 IN LSC	ALONE	
	6 HRS/WK	ALONE	
	8 HRS	ALONE	
	9 - 4 DAILY	ALONE	
	1 HR/DAY	ALONE &	W/MOM
	1 1/2 HRS	ALONE	
	1 1/2 WHEN POSSIBLE		
	AS MUCH AS POSSIBLE		
	3 1/2 HOURS	ALONE	
	2 HRS/DAY	8 HRS/WK ALONE,	2 W/SOMEONE
	NOT MUCH	3 HRS/WK ALONE	
	6 OR 7 ALONE		
	5 HRS	ALONE	
	--	ALONE	
	3 HRS	2 ALONE,	1 W/OTHERS
	2 HRS/CLASS	4-5 HOURS ALONE	
	1 HR	ALONE	
	1-2 HRS/DAY	ALONE	
LS 340:	2 HRS/WK (NOT ENOUGH)	ALONE	
	1 HR/DAY	ALONE	
	2 CLASSES 4 HOURS	--	
	3 HRS/DAY	ALONE	1 HR/WK W/OTHERS
ENGL 321:	10 HOURS	ALONE	
	4 HRS/WK	ALONE	
	2-3 HRS/CLASS	ALONE	

COMMENTS:

Only four students indicated that they study with others.
 89% indicated that they study exclusively alone.

CONCLUSION: ACTIVE STRUCTURING OF STUDY GROUPS SHOULD BE
 VERY HELPFUL.

QUESTION #8G: How did you prepare for exams in this course?

MATH 310

BRIEF REVIEW OF PRACTICE PROBLEMS PREVIOUSLY STUDIED
DIDN'T
FOLLOWED DIRECTIONS, STUDIED W/GROUP
LACKED MOTIVATION
LOOKED UP ANSWERS
NO NEED TO STUDY
PRACTICE TESTS; BOOK, NOTES
REFRESHED HERSELF
REVIEW
REVIEW; STUDY BEFORE CLASS
REVIEWED
REVIEWED
REVIEWED MATERIAL AND NOTES
REVIEWED THE CHAPTER; TOOK SELF-TEST
STUDY NOTES; READ OVER LESSONS
STUDY, REVIEW, PRACTICE
STUDYING
TAKE THE SELF-TEST
W/BROTHER. DIDN'T KNOW WHAT TO DO. SHY
WITH CLASSMATE
WOULD IMPROVE READING SKILLS ON HIS OWN
WROTE HINTS ON POST TEST--LOOKED AT THOSE
100% ON ALL TESTS BUT ONE
DID HOMEWORK AND READING
FROM PRACTICE SHEETS
I DIDN'T
USED EXAMPLES IN WORKBOOK

LS 340

DIDN'T
REVIEW NOTES
HARDLY ANY TIME (WORKED TILL 1AM)

ENGL 321

DOUBLED STUDY TIME
READ 1 HR/DAY
LOOK THROUGH NOTES

CONCLUSION: DIRECT INSTRUCTION ON HOW TO STUDY FOR AN EXAM
SHOULD BE HELPFUL.

QUESTION #8H: What single piece of advice would you give to another student who wanted to be successful in this class?

MATH 310

"A LITTLE MORE CONSISTENT" "KEEP THE MATERIAL FRESH"
ASK QUESTIONS; CLARIFY YOUR QUESTIONS; KEEP ORGANIZED
BE CLEAR WITH THE COUNSELOR AS TO WHAT YOU CAN DO.
BE PATIENT WITH YOURSELF; SEE YOUR INSTRUCTOR--THEY ARE MORE THAN
INTERESTED IN YOUR SUCCESS
BE STUDIOUS. I AM VERY SAD ABOUT MY HEALTH; IT MAKES ME DROP MY CLASSES.
DO ALL HOMEWORK
DON'T BE AFRAID TO ASK FOR HELP
KEEP YOUR GOALS AND DREAMS; ASK FOR HELP BEFORE YOU CRASH AND BURN.
DON'T BE LAZY
DON'T DO IT WITH SOMEONE ELSE (HUSBAND); GO ALONE, NOT ON SATURDAYS
DON'T DROP
DON'T GIVE UP
DON'T GIVE UP TOO SOON
DON'T LET THINGS DISCOURAGE YOU.
DON'T MISS ANY CLASSES
DON'T PROCRASTINATE; BE PREPARED FOR CLASS
DON'T WORK-SCHOOL TAKES MUCH EFFORT/DEDICATION; DON'T WAIT TILL YOU'RE
40--YOU WON'T RELATE. TOUGH IT OUT.
DON'T TAKE ON MORE THAN YOU CAN HANDLE
FINISH WHAT YOU START
GO TO IT. FEELS BEING OUT OF SCHOOL TWO YEARS HINDERS HIS LEARNING
ABILITY
HE FEELS HE SHOULD HAVE GONE TO ORIENTATION
NEVER TRY TO THINK YOU CAN MAKE UP AN ASSIGNMENT.
PAY ATTENTION AND ASK QUESTIONS
SEE HOW IT RELATES TO ALL YOUR OTHER CLASSES. DON'T TAKE TOO MUCH.
STAY IN AND DO THE WORK
STAY LONG ENOUGH TO GET INVOLVED.
STICK WITH IT.
STUDY TO KEEP UP WITH THE SCHEDULE
STUDY, ATTEND, PREPARE
UNDERSTAND THE MATERIAL; WORK OUT A ROUTINE; STUDY; KNOW YOUR TUTORS;
GET TAPE RECORDER.
WORK HARD; IF YOU DO, YOU WILL MAKE IT. MATH TAKES A LOT OF WORK.
WORK WITH STUDENTS IN THE LAB.
BE MORE AGGRESSIVE.
DEAL WITH WHETHER YOU LIKE THE TEACHER OR NOT AT THE ONSET OF THE CLASS.
DON'T GIVE UP; SORT OUT THE PROBLEMS.
GO
GO EVERY DAY AND STUDY HARD.
MAKE SURE YOU HAVE SOMEONE TO WATCH YOUR CHILD(REN) AT STUDY TIME.
SEEK HELP WHEN YOU'RE MOST DISCOURAGED.
TRY TO STUDY

LS 340

HAVE GOOD STUDY HABITS. BE DISCIPLINED.
TRY HARD TO GET A DEGREE.
PUT IN TIME AND DEDICATED EFFORT; DEDICATION

ENGL 321

STUDY ALL OF THE WORK THE TEACHER GIVES IN THE CLASS.
DOESN'T KNOW BECAUSE HE WASN'T SUCCESSFUL HIMSELF. GOOD IF YOU
CAN GO FULL-TIME FOR AN AA; ASK FOR WHAT YOU NEED
PRIORITIZE; BEFORE STEPPING INTO A CLASS, MAKE SURE YOU HAVE
ENOUGH FINANCES TO COVER PERSONAL BILLS AND SCHOOL.
READ A LOT FOR ENGLISH; PAY ATTENTION AND TAKE LOTS OF NOTES IN
MATH.

CONCLUSION: STUDENTS SHOULD BE TAUGHT HOW AND WHERE TO STUDY AND A
HIGH PRIORITY SHOULD BE PLACED ON ATTENDING EVERY CLASS
SESSION AND COMPLETING ALL WORK.

QUESTION #9A: This semester, are you attending SJCC? Another college? No college?

	SPRING	FALL	TOT#	TOT%
SJCC	16	4	20	31%
ANOTHER	2	0	2	3%
NONE	27	15	42	65%
UNSURE	0	0	0	0%
SJ & EVC	1	0	1	2%
TOTAL	46	19	65	

QUESTION #9B: Next semester, do you plan to attend SJCC? Another college? No college?

	SPRING	FALL	TOT#	TOT%
SJCC	38	17	55	87%
ANOTHER	2	0	2	3%
NONE	1	1	2	3%
UNSURE	3	0	3	5%
SJ & EVC	1	0	1	2%
TOTAL	45	18	63	

COMMENTS:

87% told the interviewer that they intended to return the following semester.

The following comments were written at the end of the interview by the interviewer. They are her impressions of the student or pertinent statements the student made in answer to some of the questions.

HER FATHER DIED; SHE WITHDREW FROM THIS CLASS BECAUSE IT WAS SELF-PACED; SHE GOT BEHIND.
NO TIME TO STUDY; FULL-TIME JOB. GETTING A TUTOR EARLIER MIGHT HAVE HELPED.
JOB INTERFERENCE
PERSONAL PROBLEMS; REENTRY STUDENT; LIKES SJCC, SELF-PACED, SATURDAY CLASSES, "SCHOOL REACHES OUT TO PEOPLE."
\$ & TRANSPORTATION PROBLEMS. FELT SHE GOT RUN-AROUND IN FINANCIAL AID OFFICE
JOB; CLASS TOO HARD. SHE FEELS SHE SHOULD HAVE BEEN MORE ASSERTIVE ABOUT GETTING MORE COUNSELING.
SHE HAS 4 KIDS, TRANSPORTATION & FINANCIAL PROBLEMS; MOTIVATED BY CALL TO RETURN IF ABLE.
DIDN'T GET ENOUGH HELP
CLASS TOO HARD, TOO LARGE; PERSONAL--SCHOOL "UPTIGHT", NOT LIBERAL ENOUGH--PREJUDICED AGAINST GAY STUDENTS.
CHILD CARE PROBLEMS, WORKING TOO MANY HOURS, CLASS TOO FAST-PACED. "I REALLY NEED SCHOOL...WANT TO TALK TO SOMEONE."
PERSONAL PROBLEMS AND LOSS OF CHILD CARE FORCED HER TO QUIT. SHE LIKED HER CLASS. EVENING CHILD CARE WOULD HELP.
TOO MANY UNITS; HE WILL TRY IT AGAIN AT A SLOWER PACE.
HAS JOB NOW; CLASS WAS TOO HARD; HOPES TO RETURN TO SLOWER-PACED CLASS.
PREGNANT; CHILDCARE PROBLEMS; FINANCIAL PROBLEMS. HOPES TO MAJOR IN CHILD DEVELOPMENT.
PREGNANT; \$ PROB.; JOB--HOPES TO RETURN EVENTUALLY
NEEDS ESL; WRONG CLASS; COLLEGE NEEDS MORE ESL TAPES.
NEEDS ESL/HE THOUGHT HE WAS GETTING AN EVENING CLASS/DIDN'T LIKE SELF-PACED/COMMUNICATION & WORK PROB'S/BLAMES SELF FOR NOT GETTING CLASS
HE WANTS/TALKED A LOT ABOUT BEING NEW TO THE COUNTRY & SCHOOL SYSTEM
WORKING OVERTIME ON JOB--NO TIME TO STUDY; NEEDS CLASS WITH TEACHER
MISUNDERSTOOD PROCEDURES RE FINANCIAL AID, HAD DIFFICULTY FINDING BILINGUAL COUNSELOR. A VERY COMMITTED YOUNG MAN.
DIDN'T FEEL READY TO START SCHOOL; DISABLED; WANTS MORE STRUCTURE; NEEDS GUIDANCE, TUTORING. VERY POSITIVE AND READY TO COME BACK
JOB INTERFERED WITH STUDYING; LACK OF CONFIDENCE; WANTS MEDICAL TRANSCRIPTION COURSES
TOO MANY UNITS W/ F-T WORK.
FINANCIAL DIFFICULTIES MADE SCHOOL IMPOSSIBLE; SHE HOPES TO RETURN P-T AFTER BIRTH OF CHILD IN DEC. WANTS ECE UNITS FOR DAY CARE.
WORKING TOO MANY HOURS; EMOTIONALLY & FINANCIALLY NOT READY. MAY COME BACK BECAUSE OF THIS CALL.

HE LOST INTEREST; INSTRUCTORS WERE EXTREMELY HELPFUL, SPARKMAN CARING. HE REGRETS DROPPING.
 "HE IS A VERY SWEET GUY AND SHOULD PROBABLY BE IN THE DISABILITY PROGRAM BECAUSE OF HIS DIABETES. SAID SUSAN SMITH EXPLAINED THINGS WELL. LEARNING IS A CHALLENGE. I DIDN'T WANT TO DROP, BUT MOTHER WAS ILL. JOB CHANGE PRECIPITATED SUDDEN DROP.
 HAD TO GO OUT OF TOWN FOR JURY TRIAL
 BECAME HOMELESS. "I MISS SCHOOL FRIENDS AND TEACHERS, NEED TO PAY BACK LOAN; LET MYSELF DOWN. THANKS FOR CARING." HE WANTS TO COME BACK.
 DECLINED INTERVIEW BUT SAID HE DROPPED BECAUSE OF WORK.
 SHE FEELS SHE NEEDS LSC, SELF-PACED; FELT SPARKMAN WASN'T PATIENT ENOUGH--FEELS SHE IS A SLOW LEARNER, MEEK
 OLDER STUDENT RETURNING TO SCHOOL; NEEDS INFO, ENCOURAGEMENT. UNAWARE OF COUNSELING SERVICE. INTELLIGENT, BUT LACKS CONFIDENCE--DISCOURAGED.
 VERY SHY PERSON; NEEDS STRUCTURED CLASS; COULDN'T UNDERSTAND STUDENT TUTORS WHEN THEY SPOKE; SHORT ON TIME
 FIN AID OFF. & COUNSELOR DISCOURAGED STUDENT BECAUSE OF 20-YR OLD DEBT AT ANOTHER COLLEGE. FEELS SHE NEEDS JOB SKILLS (COMPUTER COURSE?)
 LIKED SISTER SPARKMAN AND INDIV STUDY; NEEDS SKILLS UPDATED; TOOK TOO MANY CLASSES. IS BRIGHT, LACKS CONFIDENCE; SHY ABOUT ASKING QUESTIONS.
 TOO DIFFICULT; BAD TIME IN ENGL 322 LAST YEAR AFFECTED HER ATTITUDE;
 DESIRES MORE SCHOOLING...FROM MEXICO
 CLASS TOO EASY; SHE NEEDS TO TEST OUT OF IT--DIDN'T FOLLOW THRU WHEN INSTRUCTOR ARRANGED THIS FOR HER.
 "WAS ABLE TO BE RE-ADMITTED--SUGGEST SEND THOSE NO-SHOW STUDENTS LETTER NEAR END START POSSIBLE TIME" (?????)
 CLASS TOO EASY; TOOK TEST ON A BAD DAY WHEN SHE WAS TIRED.
 ILLNESS; THIS STUDENT HAD A STROKE. WILL BE BACK IN THE FALL.
 TOO HARD TO WORK & GO TO SCHOOL. STRESSFUL, OVERWHELMING. "HE SEEMED OPTIMISTIC, GLAD WE CARED ENOUGH TO CALL.
 ???THIS STUDENT WASN'T AWARE THAT SHE'D BEEN DROPPED. MISSED 13 DAYS DEATH IN FAMILY
 HE NEEDS TO "TEST OUT" INTO A HIGHER LEVEL OF MATH.
 NEEDS CHILD CARE; TOO MANY DIFFERENT TUTORS USING DIFF METHODS OF PROB-SOLVING--CONFUSING. SHEILA HELPFUL. GOAL=NURSING
 TEACHER "A REAL KICK"; HUSBAND INFLUENCED HER TO DROP; GLAD WE CALLED--ENCOURAGING
 STARTED STARTED TOO LATE, WILL TRY AGAIN
 VERY ANGRY WITH SCHOOL FOR DROPPING HER; FEELS SHE DID WORK ALTHO SHE DIDN'T ATTEND
 WANTS PERSONAL COUNSELING, SUPPORT GROUP. PROBLEMS AT HOME--COULDN'T STUDY THERE.
 STUDENT HAD SURGERY; STUDYING MARKETING. LIKED PROGRAM BUT NOT ENOUGH TIME
 STUDENT UNAWARE THAT SHE WAS DROPPED. LIKES MATH--"NOT STRICT, GIVES YOU A CHANCE"
 GLAD WE CALLED, SHOWED INTEREST IN HIM. WILL COME BACK
 NO INTEREST IN THIS CLASS; SELF-PACED FORMAT "MORE FUN" THAN CLASSROOM SETTING
 WORK/SCHOOL SCHEDULE CONFLICT; SELF-PACED CLASS EASY TO DROP--HE PREFERS STRUCTURE.
 HE ANSWERED ONLY ABOUT TRANSPORTATION AND #10--NOT ATTENDING SJCC NEXT SEMESTER
 JOB INTERFERED; MONEY PROBLEMS. CAME FROM MEXICO 3 YRS AGO. WANTS TO TAKE CLASS AGAIN
 CLASS DIDN'T INTEREST HER; WOULD HAVE LIKED LSC BETTER. LIKED TEACHER, BUT BORED
 GLAD TO GET CALL, INFO RE LSC. ONE COUNSELOR NO HELP; SECOND ONE HELPED DIDN'T LIKE SELF-PACED.

DIDN'T LIKE SELF-PACED CLASS; TRANSFERRED TO SATURDAY CLASS.
NEED FOR JOB INTERFERED; ALSO MISPLACED IN CLASS? "RESOURCE CENTER WAS GREAT."
STUDENT IN HOSPITAL; MOTHER SAYS DON'T CALL BACK.
"I AM VERY SAD ABOUT MY HEALTH, IT MAKES ME DROP MY CLASSES." "THANKS FOR MY TEACHER." HE HOPES TO RETURN. DIDN'T KNOW PROCEDURE FOR DROP.
MOVING, JOB PROBLEMS. DIDN'T LIKE SELF-PACED
JOB CONFLICT; NO TIME FOR SCHOOL. "REC'D LETTER OF THREAT" ABOUT BEING DROPPED, IGNORED IT.
JOB INTERFERED, TOO MANY UNITS--GOT BEHIND. "CAN'T SEEM TO CONNECT WITH COUNSELOR. IF WE'D CALLED SOONER IT MIGHT HAVE HELPED. HE LIKED CLASS. GOT EVICTED, DIDN'T STUDY. NEEDS LOTS OF ENCOURAGEMENT. LIKES LSC ATMOSPHERE, WANTS TO RETURN
BUSY MAN IN CONSTRUCTION; NOT ENOUGH TIME FOR SCHOOL. LIKED SELF-PACED PROGRAM
HAS LEARNING DISABILITY. MAY TAKE CLASSROOM SETTING NEXT TIME. LIKES DIANA HE HAD NO TIME FOR INTERVIEW; EMPLOYMENT IS A PROBLEM FOR HIM. HE'D LIKE TO FINISH CLASS.
SHE IS RAISING 5 CHILDREN; SCHEDULING A PROBLEM--HAD TO DROP ENGL OR MATH. COUNSELORS HAVE BEEN VERY HELPFUL
HE TOOK ON TOO MUCH; TOO BUSY. HE'S A MINISTER. NEEDS LSC? NEEDS ATTENTIVE COUNSELING. HE WONDERS IF SCHOOL MEETS NEEDS OF ADULTS.
HE REGRETS DROPPING; SHOULD HAVE TRIED HARDER, STUDIED MORE.
INSECURE--DOESN'T KNOW WHO TO ASK FOR HELP. SUGGESTED THAT STAFF WEAR ID PIN/BUTTON. HE RE-ENROLLED BECAUSE OF INTERVIEW!
NEVER ATTENDED CLASS--ILL; CALLED FOR INFO, GOT "RUN-AROUND." INTERVIEW ENCOURAGED HER.
HE DOESN'T UNDERSTAND WHAT HE'S READING; TOO SHY TO ASK QUESTIONS--SAME PROBLEM IN OTHER QUESTIONS. NEEDS ENCOURAGEMENT.
HOSPITALIZED IN COLORADO ON EASTER BREAK; WASN'T SURE IF SHE COULD RETURN. DEPRESSED--WISHES SHE COULD HAVE FINISHED CLASS.
IS IN "GAIN" PROGRAM--MA JOHNSON IS WORKING ON PLACING HER. SHE MAY COME BACK THIS FALL.
UNCLE DIED, FATHER INJURED IN WEST AFRICA; STUDENT REGRETTED HAVING TO LEAVE SCHOOL. WILL RETURN. LIKES SCHOOL, TEACHER A LOT.

**CONFIDENTIAL QUESTIONNAIRE FOR WITHDRAWING STUDENTS AT SJCC
FALL 1990 AND SPRING 1991**

Student Name _____

1. How long did you think about dropping this class before you actually withdrew?
2. Did you talk to your instructor about withdrawing?
If yes, did you find this helpful? Why or why not?
3. Were you working at the time you withdrew from this class? How many hours per week?
4. How did you travel to school and how long did it take you one way each day?

Circle one: bus car motorcycle/scooter bicycle walk
other _____ Transportation time _____

4EX. During the semester you took this class, what was your primary goal for attending college? (Circle one.)

- A. Graduate with BA/BS after AA/AS
- B. Graduate with BA/BS without AA/AS
- C. AA/AS without transferring
- D. 2-yr vocational degree without transferring
- E. Vocational certificate without transferring
- F. Discover/formulate career interests/plans/goals
- G. Prepare for new career
- H. Update job skills
- I. Maintain certificate or license (e.g., real estate, nursing)
- J. Educational development (intellectual, cultural)
- K. Improve basic reading, math, or English skills
- L. Complete high school diploma or GED
- M. Undecided/unsure of my goal

5. What is the most important reason, or reasons, for your withdrawing?
(Consider both personal and college-related reasons.)

[Interviewer writes down open-ended response]

Interviewer categorizes the open-ended response. (Interviewer should rank reasons 1, 2, 3...with 1 being most important.)

1. Personal Reasons:

- 1A. ___ personal illness
- 1B. ___ sickness in family
- 1C. ___ job shift change
- 1D. ___ increase in job responsibilities
- 1E. ___ inability to continue paying for college
- 1F. ___ family responsibilities increased
- 1G. ___ military obligations increased
- 1H. ___ jury duty
- 1I. ___ I did not have the adequate preparation for the class
- 1J. ___ child care problems
- 1K. ___ transportation problems

2. Academic Reasons:

- 2A. ___ did not understand the material
- 2B. ___ did not have the necessary skills needed to enter the class
- 2C. ___ could not keep up with the pace of the class
- 2D. ___ placed in a class too difficult for me
- 2E. ___ placed in a class too easy for me
- 2F. ___ other _____

3. Classroom-related Reasons:

- 3A. ___ course did not teach what I expected
- 3B. ___ I learned what I needed and withdrew at that point
- 3C. ___ I did not like the instructor
- 3D. ___ the physical setting was uncomfortable
- 3E. ___ I did not feel at home with the other students
- 3F. ___ other _____

4. Methodology-related Reasons:

- 4A. ___ did not like the lab setting
- 4B. ___ did not like the lecture format
- 4C. ___ did not like the individualized approach
- 4D. ___ other _____

5. Instructor-related Reasons:

- 5A. ☐ the instructor did not encourage me
5B. ☐ the instructor did not offer help when I was having
difficulty in the class
5C. ☐ other _____

6. College-related Reasons:

- 6A. ☐ the commute was too difficult
6B. ☐ parking was too inconvenient
6C. ☐ the cost of books was more than I could afford
6D. ☐ the atmosphere of the college was not to my liking
6E. ☐ the students were not friendly
6F. ☐ there were not enough activities
6G. ☐ other _____

6. What could we at the college have done or changed that would have helped you stay in your course?

Write the open-ended response.

Categorize the open-ended response.

- A. ☐ nothing
B. ☐ provide more individual help
C. ☐ have smaller class sizes
D. ☐ provide more tutoring
E. ☐ provide more student activities
F. ☐ provide more counseling
G. ☐ provide more financial aid
H. ☐ provide more child care
I. ☐ provide firmer prerequisites to ensure my success in classes
J. ☐ provide more study groups
K. ☐ provide more accurate placement
L. ☐ other _____

7. What, if anything, did you find most helpful or enjoyable about the class?

Write down the open-ended response.

Categorize the response.

- A. ☐ friendly students
B. ☐ friendly teacher
C. ☐ well-prepared teacher
D. ☐ instructor was interested in my success
E. ☐ staff were interested in my success
F. ☐ it was preparing me to move into other classes
G. ☐ other _____

8. You have been very patient in answering these questions. Would you be willing to help me with one more set of questions? We want to help students know how to prepare for and succeed in this class.

8A. How did you study for this class?

8B. Where did you study at college?

8C. Describe your study space at home.

8D. What did you do if you did not understand something in class?

8E. How many hours each week did you study for this course?

8F. How many hours each week did you study
_____ alone?
_____ with another/others?

8G. How did you prepare for exams in this course

8H. What single piece of advice would you give to another student who wanted to be successful in this class?

9A. This semester, are you attending

_____ SJCC?
_____ another college?
_____ no

9B. Next semester, do you plan to attend

_____ SJCC?
_____ another college?
_____ no college?

Thank you very much for your help.

Notes/Comments/Referrals: